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ABSTRACT

Studies have been undertaken in London, Ontario to assess the effect of increased instructional time in French on grade 8 students' achievement in French language skills. Fifteen eighth grade classes were selected to produce a sample of approximately 400 students. Two subsamples of approximately 150 students each were randomly selected to receive different individually administered tests. French language and attitude tests were administered, and results were obtained of student achievement tests. Only data from students who had been exposed to the "standard French program" were included. Results are presented separately for each set of tests taken by a common group of students. Comparability of groups of students who received the same set of tests are assessed separately. In general, data analysis revealed that increasing the amount of instructional time produced significant improvements in most aspects of students' achievement in French. Students have shown increasingly positive attitudes toward learning French and less anxiety, as well as improved knowledge of French culture and more positive attitudes toward French Canadians. However, students' performance in pronunciation did not improve with increased instructional time and there was no systematic increase in performance on French listening comprehension. Numerous statistical tables are included. (AMH)

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ELEMENTARY FRENCH PROGRAM EVALUATION: THE EFFECT OF SUCCESSIVE INCREASES IN INSTRUCTIONAL TIME

R. G. Stennett, Ph.D. & L. M. Earl

Research Report 82-01

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The Board of Education for the City of London

ELEMENTARY FRENCH PROGRAM EVALUATION: THE EFFECT OF SUCCESSIVE INCREASES IN INSTRUCTIONAL TIME

R. G. Stennett, Ph.D. & L. M. Earl
Educational Research Services
London Board of Education

Major changes in the elementary French program (Jutras & Gillin, 1976), involving both increased instructional time and shifts in emphasis, are being introduced over the 1978 to 1988 decade. An evaluation plan, designed to assess the impact of these changes, has to date involved two studies, viz., an assessment of the effect of additional instructional time in French on grade 8 students' achievement in English and Mathematics (Stennett & Isaacs, 1979), and an assessment of the effects of increasing the amount of instructional time devoted to French in grade 8 from 20 to 40 minutes daily on students' acquisition of French language skills, attitudes and cultural awareness (Stennett & Isaacs, 1979). The current study was designed to assess the effect of successive increases in the total instructional time in grades 7 and 8 from 120 to 180 to 240 hours.

METHOD

Sampling and Testing Procedures

In order to limit both the number of students required for the evaluation and also the amount of time any one student would be required to spend completing tests, three successive random sampling strategies were used. First, using a computer-based procedure, all elementary schools (major units) were randomly assigned to one of five groups. One of these groups of schools was then selected for study. Second, within this group of schools, 15 grade 8 classes were randomly selected to produce a sample

of approximately 400 students. Finally, two subsamples of approximately 150 students each were randomly selected from the 400 to receive different, individually administered tests.

In keeping with the requirements of a successive-cohort design, the grade 8 classes selected for study during 1977-78, 1978-79 and 1980-81 were drawn from the same group of schools. Class and student selection were, of course, done randomly within each academic-year cohort.

All French language achievement and attitude tests, whether individual or group, were administered by specially-trained teachers. Results of the grade 7 system-wide administration of the Canadian Test of Basic Skills (CTBS) and Dominion Test of Learning Capacity (DTLC) were obtained from files maintained by the Measurement and Evaluation Service.

Although data were collected on all students sampled, only the data for students who had been exposed to the 'standard' French program were used for making statistical tests. That is, for the 1977-78 grade 8 cohort, only students who had 20 minutes/day of French instruction in both grades 7 and 8 were included; for the 1978-79 cohort, only students who had 20 minutes/day in grade 7 and 40 minutes/day in grade 8 were included and, for the 1980-81 cohort, only those students who had 40 minutes/day of French instruction in both grades 7 and 8 were used.[1]

Table 1 gives the number of students in each cohort who received each of the various tests used in this study. Relatively smaller numbers of students were given the Speaking and Aural-Oral tests because these

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[1]For ease of communication the 1977-78, 1978-79 and 1980-81 groups may be referred to as the 20-20, 20-40 and 40-40 groups respectively.

tests are administered individually and 'scored' from tape-recordings and are, therefore, very expensive.

Data Analyses

Data analyses for this study are complicated by two facts: (1) different groups of students were administered different combinations of tests, and (2) despite random sampling procedures, some pre-instructional differences between the three cohorts of students (which could confuse interpretation of the findings) did appear. For these reasons the results will be presented separately for each set of tests taken by a common group of students. In addition, the comparability of groups of students who received the same set of tests will be assessed separately and suitable statistical corrections for pre-instructional differences made as indicated.

Finally, because all students did not receive all tests, examination of the relationships among students' scores on the various tests is necessarily limited.

RESULTS

Reading

The data contained in Table 2 provide a comparison of the 1977-78, 1978-79 and 1980-81 grade 8 students with respect to some key dimensions which might be expected to produce differences in their reading test performance. Data are included only for those students who had the 'standard' program in grades 7 and 8. Since the three groups of students do vary significantly in terms of both academic aptitude and achievement and since these differences could in themselves produce apparent improvements in reading test performance, an analysis of covariance test was used with

students' total average score on the CTBS and their DTLC IQ score as covariates. The results of this test indicate whether the improvement in reading test scores is still significant after adjustments have been made for the differences among the three groups of students in academic ability and achievement.

Table 3 gives percentage frequency distributions of students' IEA Population I French Reading Test scores. It is quite evident from these data that the performance of the students improves dramatically with increased instruction. It is also apparent that the distributions of scores become increasing skewed. Note that the percentage of students receiving scores in the range 31-35 increases from 5.9 to 18.2 to 43.2. This means that the Population I test is not sufficiently difficult for students who have had 40 minutes/day of French instruction in both grade 7 and grade 8. This test 'ceiling effect' also means that the true skill development level of the 1980-81 students has probably been significantly underestimated.

An analysis of covariance test, based on the adjusted means given in Table 3, indicated that the differences in average reading test score were statistically very significant, even after adjustments for differences among the student groups in academic aptitude and achievement. The difference in adjusted means (26.80 - 22.23 = 4.57) represents an overall improvement of about 21%. A commonly employed criterion is that an effect, to be educationally and practically significant, should involve a change of at least .25 of a standard deviation. The difference in adjusted means noted above represents a change of .83 of a standard deviation.

Appendix A gives the percents of each group of students giving each response to each of the 35 items on the IEA French Reading test. Figures

for the correct response to each item are printed in italics. The interested reader may review these data to determine in more detail the nature or character of the improvement made by the students.

Listening

The data of Table 4 provide a comparison of the three groups of grade 8 students with respect to some key dimensions which might be expected to produce differences in their Listening test performance. Data are included for only those students who had the standard French program in grade 7 and 8. Analysis of variance tests indicated that there were no statistically significant differences among the three groups on any of the variables considered.

Table 5 gives percent frequency distributions of students' IEA Population I French Listening test scores. It is evident from these data that while the performance of the 20-40 group is substantially better than that of the 20-20 group, the 40-40 group did not improve relative to the 20-40 group. The percent of students receiving a score of 19 or greater changes from 25.5 to 44.9 to 39.3 for the 20-20, 20-40 and 40-40 groups respectively.

The ANOVA test result indicates that the overall differences between the three groups are statistically very significant, the main source of the difference being between the 20-20 group and the other two. The overall difference in means (17.26 - 15.99 = 1.27) represents a change of about 8% or .29 of a standard deviation, and 'educationally significant' change.

Appendix B gives the percents of each group of students giving each response to each of the 35 items on the IEA Population I French

Listening test. Figures for the correct response to each item are presented in italics.

Speaking

The statistics contained in Table 6 allow comparisons of the three student groups who took the IEA Population I Speaking Test with respect to sex, academic aptitude and academic achievement. It is apparent from these data that the three groups of students do not differ significantly from one another in these respects.

For Population I level students the IEA Speaking Test consists of three subtests: *Pronunciation* - a measure of 'the ability to pronounce French with acceptable phonology'; *Structural Control* - the 'ability to select appropriate vocabulary and syntax to answer questions about simple but controlled situations', and *Fluency* - the 'quantity and quality of a student's response in French when he was asked to speak somewhat more at length in describing sequences of events or pictured situations' (Carroll, 1975).

Students' responses to this test were tape-recorded and rated by two French teachers.[2] The two teachers were given sufficient practise, by jointly scoring and re-scoring the same student records, to ensure that their ratings were both consistent and comparable.

Pronunciation - In this test the student simply repeats a short sentence he hears from a tape recorder. His tape-recorded responses are subsequently rated (correct or incorrect) in terms of the accuracy with

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[2]Mrs. Roseanne McKay and Mrs. Lise Cerny.

which specific elements are reproduced. Appendix C gives the percent of students in each grade 8 group who reproduced each element correctly.

Percentage frequency distributions of students' scores on the Pronunciation Test are given in Table 7. Students' scores on this test do not improve systematically with increases in instructional time. The overall decrease in mean scores is 17.85 - 17.64 = .21. This represents a change of -.06 of a standard deviation and is not statistically significant.

Structural Control - In this test students were required to respond verbally with a single sentence in French to each of ten questions presented in French by means of a tape-recorder. In formulating each of their answers, students were able to rely on a picture which provided suitable content for each question. The first test question was "Qu'est-ce que c'est?" (Picture of a fish in a bowl.); the last test question was "Qu'est-ce qu'il y a sur la table?" (Picture of a chef cutting up vegetables.).

Students' answers for each question were scored using the following scale:

0 - no response, 'yes' or 'no', inappropriate or unintelligible response;

1 - an accumulation of serious errors *or* one serious error accompanied by one or more minor errors;

2 - one serious error *or* an accumulation of minor errors;

3 - one or two minor errors, and

4 - completely correct.

Since there were 10 items, the maximum possible score is 40. The

percents of students in each grade 8 group receiving each rating for their response to each of the ten questions are presented in Table 8.

The average scores for the 20-20, 20-40 and 40-40 student groups are 3.30, 7.32 and 6.55 respectively. An ANOVA test indicated that the differences among these means are statistically significant with the primary difference being between the 20-20 group and the other two. The difference between the 20-40 and 40-40 groups is not significant. The difference between the 20-20 and 40-40 group means is 3.25, representing a 98% improvement and a change of .62 of a standard deviation. It should be noted, however, that the students scores are still quite low in relation to the maximum possible score of 40.

Fluency - The IEA Population I Fluency Test requires the student to produce a series of sentences in response to one of two line-drawings. After looking at the picture of his choice for one minute, the student is told to start speaking and the first 30 seconds of his response are tape-recorded.

Scoring of a student's response involves counting the number of:

(a) intelligible clauses

(b) different grammatical structures

(c) clauses correct in structure

(d) clauses correct in morphology (inflection)

(e) correct in vocabulary, and

(f) correct in pronunciation.

Using these figures, three summary scores are calculated, as follows:

Fluency Quantity Score = 2b + 2c + d + 2e + 2f

Fluency Quality Score = [6c + 3d + 6e + 6f]/a

Total Fluency Score = Quantity Score + Quality Score

When variable 'a', the number of intelligible clauses, is zero all of these three summary scores, of course, become zero.

Table 9 gives the percents of students in each grade 8 cohort receiving scores of 0 to 9 on each of the six variables used to calculate the Fluency Quality, Quantity and Total Scores. Table 10 gives percentage frequency distributions of Fluency Quantity, Quality and Total Scores, separately for each grade 8 group.

ANOVA tests indicate that the means for the Fluency Quantity, Quality and Total Scores all differ significantly across the three student groups. All of the changes are in the expected direction and all are educationally significant, representing changes in standard deviation units of .63, .39 and .60 respectively.

Aural-Oral

These tests, developed as part of the Alberta Modern Language Study (Parker, 1976) and modified for use locally, are designed to approximate real life situations as closely as possible. The tests are given individually and all verbal interactions are tape-recorded for subsequent scoring.

The data of Table 11 permit comparisons of the 1977-78, 1978-79 and 1980-81 grade 8 students who took the Aural-Oral tests with respect to sex, academic aptitude and academic achievement. ANOVA tests indicate that the groups do not differ significantly on any of these variables.

Aural Comprehension Without Visual Cues - In this test the student is asked nine questions in French and can give his responses in English. His response to each question is scored as either correct or incorrect.

Table 12 lists the questions asked and gives, separately for each

student group, the percent of students answering each correctly. The average number of items correct for the 20-20, 20-40 and 40-40 groups was 2.09, 2.92 and 3.75 respectively. This represents about an 80% increase in mean score (.79 of a standard deviation) and is statistically and educationally very significant.

Aural Comprehension With Visual Cues - In this test the student is shown a picture and asked seven questions about it in French. He must respond in French. His answers are scored using the following scale:

0 - no response or incorrect

1 - correct but limited answer, and

2 - correct and phrased in sentence form.

Table 13 lists the seven questions and gives, for each, the percents of students' responses rated 0, 1 or 2, separately for each grade 8 cohort. The average scores for the 20-20, 20-40 and 40-40 groups are 3.16, 3.99 and 5.10 respectively. This represents about a 60% improvement in mean score (.69 of a standard deviation) which is both statistically and educationally very significant.

Task Completion - In this test students were asked, imagining that the examiner did not speak English, either to ask a question or give information in French. Students' responses to each of the 11 items on this test were examined to yield two subscores - a Communication Score and a Structure Score.

Communication - The Communication Score was simply the number of items the student completed satisfactorily enough to be understood...regardless of the adequacy of his French grammar, pronunciation, etc.

The total possible Communication Score was, therefore, 11.

Table 14 lists the 11 items on this test and gives the percent of students receiving credit for each, separately by grade 8 cohort. The mean scores for the 20-20, 20-40 and 40-40 groups were 3.84, 5.27 and 6.64 respectively. The differences between these means, representing a 73% improvement, are both statistically and educationally (.96 of a standard deviation) very significant.

Structure - The Structure Score was calculated by simply counting, for each item, the number of relevant structures present in the student's response. The percents of students having various numbers of structures present in their responses to each item of the Task Completion Test are presented, separately by cohort, in Table 15. Since there were a total of 42 structures, the total possible score was 42. The average scores for the 20-20, 20-40 and 40-40 groups were 16.04, 20.38 and 21.95 respectively. The overall increase in mean score of 5.91 represents about a 37% improvement and is both statistically and educationally very significant (.70 of a standard deviation).

Cultural Awareness and Attitudes

The data of Table 4 provide comparisons of the 20-20, 20-40 and 40-40 grade 8 groups with respect to some key dimensions which might be expected to produce differences in their scores on the Cultural Awareness and Attitude Scales. Data are included for only those students who had the 'standard' French program. The groups do not differ significantly on any of the variables examined.

Cultural Awareness - The responses of the three groups of students on the items making up the Survey of French Cultural Awareness are summarized in Table 16. Similar data for a sample of 250 Carleton students who had received a daily 20-minute period of French instruction from kindergarten to grade 8 are also provided for purposes of comparison.

Although there is a slight improvement in London students' scores on this test over the years an ANOVA test indicated that the change (.12 of a standard deviation) was not statistically significant.

Attitudes - The responses of the three groups of grade 8 students to the items comprising the three attitude scales are summarized in Appendices D, E and F. The mean attitude scale scores of the three London grade 8 groups, plus those of grade 7 students in a national sample described by Gardner, Smythe and Smythe (1974), are given in Table 17. ANOVA tests indicate that the differences in means are significant for two of the three scales, viz., Attitude Toward French Canadians and French Class Anxiety. This means that, with increased instruction, students are tending to become more positive about French Canadians and less anxious about participating actively in their French classes. Both of these trends are educationally significant (.23 of a standard deviation). Although students' attitude toward learning French is also apparently becoming more positive, the change failed to reach statistical or educational significance (.12 of a standard deviation).

SUMMARY

Table 18 gives an overall summary of the mean scores of the 1977-78, 1978-79 and 1980-81 grade 8 students on the various tests of French achievement, cultural awareness and attitude. In general it is quite clear

that increasing the amount of instructional time has produced significant improvements in most aspects of students' achievement in French.

Students have generally also shown increasingly positive attitudes toward learning French with less anxiety about participating actively in their French classes. Their knowledge of the French culture has improved and their attitudes toward French Canadians has become more positive. These attitudinal changes are, however, relatively slight.

Two findings were unexpected. Students' performance on the pronunciation test did not improve with increased instructional time and there was no systematic increase in their performance on the French Listening test. No explanation for these discrepant results is available at this time.

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TABLE 1 Number of Students in Each Grade 8 Cohort Receiving Various Tests.

Test	Cohort		
	1977-78	1978-79	1980-81
Canadian Test of Basic Skills	250	270	386
Dominion Test of Learning Capacity	217	254	365
Prior French Instruction Questionnaire	423	452	423
I.E.A. French Reading (Pop. I)	152	176	111
I.E.A. French Listening (Pop. I)	271	276	310
I.E.A. French Speaking	106	122	105
Alberta Modern Language Study: French Aural-Oral Test	103	111	104
Survey of French Cultural Awareness	264	214	284
French Class Anxiety Scale	260	219	281
Attitude Toward French Canadians	260	219	281
Attitude Toward Learning French	260	219	281

TABLE 2 Statistical Comparison of the 1977-78, 1978-79 and 1980-81 Samples of Grade 8 Students Who Had the 'Standard' French Program and Were Given the I.E.A. Population I Reading Test.

Variable		1977-78	1978-79	1980-81	ANOVA*
Number of Cases		152	176	111	
Sex (%)	Male	50.0	47.2	45.0	n.s.
	Female	50.0	52.8	55.0	
Grade 7 C.T.B.S. Mean S.S.	Usage	58.89	62.87	64.56	p<01
	Math	58.76	61.85	66.93**	p<01
	Total Average	59.26	62.15	64.95	p<01
D.T.L.C. Mean IQ		107.14	107.60	114.38	p<01
Second Language At Home?	% No	85.5	88.6	88.3	n.s.
	% Yes, Not French	13.8	10.9	10.8	
	% Yes, French	.7	.6	.9	

*Figures in this column give the results of Analysis of Variance (ANOVA) tests comparing the three groups of students. N.S. means the difference is not statistically significant. P<01 means that the observed difference could appear by chance less than once in one hundred times, i.e., it is statistically very significant.

**Only 15 cases.

TABLE 3 Percentage Frequency Distribution of I.E.A. Population I Reading Test Scores for Students in the Grade 8 Classes of 1977-78, 1978-79 and 1980-81 Who Had the 'Standard' French Program.

Score Interval	1977-78			1978-79			1980-81		
	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cululative Percent
0 - 5	1	.7	99.9						
6 - 10	2	1.3	99.2						
11 - 15	25	16.4	97.9	6	3.4	99.5	4	3.6	99.9
16 - 20	44	28.9	81.5	25	14.2	96.1	9	8.1	96.3
21 - 25	43	28.3	52.6	48	27.3	81.9	22	19.8	88.2
26 - 30	28	18.4	24.3	64	36.4	54.6	28	25.2	68.4
31 - 35	9	5.9	5.9	32	18.2	18.2	48	43.2	43.2
Totals	152	99.9		176	99.5		111	99.9	
Mean		21.14			25.91			27.78	
S.D.		5.71			5.37			5.39	
Adjusted Means		22.23			26.06			26.80	

TABLE 4 Statistical Comparison of the 1977-78, 1978-79 and 1980-81 Samples of Grade 8 Students Who Had the 'Standard' French Program and Were Given the I.E.A. Population I Listening Test.

Variable		Cohort						ANOVA
		77-78 Grade 8		78-79 Grade 8		80-81 Grade 8		
		N	%	N	%	N	%	
Sex	Male	134	49.3	139	50.2	146	46.8	n.s.
	Female	138	50.7	137	49.5	166	53.2	
C.T.B.S. Mean Standard Scores	- Usage	61.5		62.2		61.5		n.s.
	- Math	60.5		61.7		61.2*		n.s.
	- Total	61.3		61.6		61.4		n.s.
Mean DTLC IQ		110.1		108.0		108.7		n.s.
Second Language at Home:								
- No		231	85.2	231	83.4	272	87.2	
- Yes, Not French		40	14.8	43	15.5	37	11.9	n.s.
- Yes, French		0	0.0	3	1.1	3	1.0	

*Only 82 cases.

TABLE 5 Percentage Frequency Distribution of I.E.A. Population I French Listening Test Scores for Students in the Grade 8 Classes of 1977-78, 1978-79 and 1980-81 Who Had the 'Standard' French Program.

Score Interval	1977-78			1978-79			1980-81		
	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent
0 - 6	4	1.5	100.0	0	0.0	99.9	1	0.3	100.0
7 - 12	48	17.7	98.5	29	10.5	99.9	51	16.5	99.7
13 - 18	150	55.3	80.8	123	44.5	89.4	136	43.9	83.2
19 - 24	65	24.0	25.5	101	36.6	44.9	97	31.3	39.3
25 - 30	4	1.5	1.5	21	7.6	8.3	23	7.4	8.0
31 - 35	0	0.0	0.0	2	0.7	0.7	2	0.6	0.6
Totals	271	100.0		276	99.9		310	100.0	
Mean	15.99			18.05			17.26		
S.D.	3.90			4.62			4.82		

TABLE 6 Sex, Academic Achievement and Academic Aptitude of the 1977-78, 1978-79 and 1980-81 Grade 8 Students Who Had the 'Standard' French Program and Took the I.E.A. Population I Speaking Test.

Variable		1977-78	1978-79	1980-81	ANOVA
Number of Students		107	122	105	-
Sex (%)	- Male	49	52	48	n.s.
	- Female	51	48	52	
Grade 7 CTBS Mean Standard Scores	- Usage	60.8	61.9	61.03	n.s.
	- Math	59.9	62.6	59.11*	p<05
	- Total Average	60.9	61.9	59.96	n.s.
DTLC Mean IQ		109.5	107.7	106.85	n.s.

*Only 27 cases.

TABLE 7 Percentage Frequency Distribution of Pronunciation Test Scores for the Grade 8 Students of 1977-78, 1978-79 and 1980-81 Who Had the 'Standard' French Program.

Score Intervals	1977-78			1978-79			1980-81		
	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent
0 - 9	2	1.9	99.9	5	4.1	100.0	3	2.8	100.0
10 - 12	4	3.8	98.0	10	8.2	95.9	2	1.9	97.2
13 - 15	19	17.9	94.2	29	23.8	87.7	23	21.7	95.3
16 - 18	33	31.1	76.3	33	27.0	63.9	39	36.8	73.6
19 - 21	31	29.2	45.2	35	28.7	36.9	21	19.8	36.8
22 - 24	17	16.0	16.0	8	6.6	8.2	12	11.3	17.0
>24	0	0.0	0.0	2	1.6	1.6	6	5.7	5.7
Totals	106	99.9		122	100.0		106	100.0	
Means	17.85			16.74			17.64		

TABLE 8 Percents of Students in the Grade 8 Cohorts of 1977-78, 1978-79 and 1980-81 Receiving Each Possible Rating for Their Response to Each of the Ten Items Making Up The I.E.A.Structural Control Test.

Rating*	Cohort	Items									
		3	4	5	6	7	8	9	10	11	12
0	77-78	85	88	81	94	86	57	95	82	90	90
	78-79	56	78	52	89	57	52	64	78	73	70
	80-81	43	82	49	94	59	43	58	65	89	69
1	77-78	4	5	8	1	3	18	0	5	4	5
	78-79	21	2	28	2	12	15	3	15	17	22
	80-81	46	4	14	1	13	7	14	31	6	27
2	77-78	7	1	6	2	6	10	2	4	5	5
	78-79	4	2	17	3	24	8	5	3	3	3
	80-81	11	13	13	2	17	20	21	4	2	4
3	77-78	2	4	6	3	5	4	3	7	0	1
	78-79	10	8	3	4	3	14	17	3	3	4
	80-81	1	1	15	1	10	20	6	0	1	0
4	77-78	3	3	0	0	1	11	0	3	2	0
	78-79	9	11	10	3	5	11	12	1	5	1
	80-81	0	0	9	2	1	11	1	1	3	1

*0 = no response, 'yes' or 'no', inappropriate or unintelligible response
1 = an accumulation of serious errors *or* one serious error accompanied by one or more minor errors
2 = one serious error *or* an accumulation of minor errors
3 = one or two minor errors
4 = completely correct

TABLE 9 Percents of Students in Each Grade 8 Cohort Receiving Scores of 0 to 9 on the Six Variables Used to Calculate the Fluency Quality, Quantity and Total Scores.

Number of...	Cohort	Student Score									
		0	1	2	3	4	5	6	7	8	9+
Intelligible Clauses	77-78	26	32	26	11	1	3				1
	78-79	20	25	29	12	7	2	4	1		
	80-81	8	26	19	16	16	8	4	3	1	
Different Structures	77-78	24	20	22	9	12	7	3	1	1	1
	78-79	17	12	10	18	16	7	8	3	3	6
	80-81	8	21	16	19	9	14	6	4	2	1
Clauses Correct in Structure	77-78	29	33	24	9	1	3			1	
	78-79	22	31	26	9	7	3	3	1		
	80-81	15	26	24	14	11	5	5	1		
Clauses Correct In Morphology	77-78	44	34	15	5	2	1				
	78-79	46	22	21	6	4	2				
	80-81	24	31	20	17	5	2	1	1		
Clauses Correct In Vocabulary	77-78	39	32	19	8	1	1				1
	78-79	36	26	22	9	3	3	2	1		
	80-81	15	31	17	16	11	6	2	2		
Clauses Correct in Pronunciation	77-78	37	35	18	7	3		1			
	78-79	38	29	17	11	3		3			
	80-81	21	27	24	11	6	7	3	2		

TABLE 10 Percentage Frequency Distribution of Students' Fluency Quantity, Quality and Total Scores by Grade 8 Cohort.

Score Range	Fluency Scores								
	Quantity			Quality			Total		
	77-78	78-79	80-81	77-78	78-79	80-81	77-78	78-79	80-81
0	26	21	6	26	21	6	26	21	6
1 - 5	3	3	4	1	0	0	0	0	0
6 - 10	26	19	21	8	17	9	2	2	1
11 - 15	11	7	11	22	26	40	2	5	2
16 - 20	17	19	17	24	26	31	7	4	10
21 - 25	3	11	7	19	9	11	8	10	10
26 - 30	8	10	13	1	1	1	20	11	17
31 - 35	2	0	5			1	10	12	6
36 - 40	3	4	6		1		8	12	12
41 - 45		3	2			1	8	7	12
46 - 50		0	6				7	4	6
>50	1	4	3				4	12	19
Average	12.11	16.12	20.51	12.13	11.86	15.05	24.34	28.05	35.61
N Cases	107	121	105	107	121	105	107	121	105

TABLE 11 Sex, Academic Achievement and Academic Aptitude of the 1977-78, 1978-79 and 1980-81 Grade 8 Students Who Had the 'Standard' French Program and Took the Aural-Oral Test.

Variable		1977-78	1978-79	1980-81	ANOVA
Number of Students		103	111	104	-
Sex (%)	- Male	50	50	44	n.s.
	- Female	50	50	56	
Grade 7 CTBS Mean Standard Scores	- Usage	62.6	62.6	62.1	n.s.
	- Math	61.1	60.9	62.1*	n.s.
	- Total Average	62.2	61.8	62.5	n.s.
DTLC Mean IQ		112.0	109.1	110.0	n.s.

*Only 28 cases.

TABLE 12 Percents of Students in Each Grade 8 Cohort Responding Correctly to Each of the Nine Questions on the Test of 'Aural Comprehension Without Visual Cues'.

Question	% of Students Responding Correctly		
	1977-78	1978-79	1980-81
1. Comment s'appelle le président Américain?	47.6	66.7	79.8
2. Quelle est l'addresse de ton école?	24.3	40.5	51.0
3. Combien font seize et quatre?	1.9	17.1	36.5
4. En Quelle saison est Noël?	26.2	36.9	51.9
5. Est-ce que tu as beaucoup de frères?	13.6	18.0	28.8
6. Quel âge est-ce que tu as?	28.2	41.4	63.5
7. Est-ce que ton père est très grand?	17.5	22.5	3.8*
8. Est-ce qu'il fait froid en été?	35.0	15.3	26.9
9. À quelle heure est-ce que tu prends ton petit déjeuner?	12.6	33.3	32.7

*A correct score for this item required that the student translate 'grand' as tall, whereas many students translated it as 'big'. Given current English usage, this requirement is probably too strict. Had 'big' been considered acceptable, the percent correct figure for 1980-81 would be 48.0 instead of 3.8.

TABLE 13 Percent of Students' Responses Rated 0, 1 or 2 For Each of the 7 Questions on the 'Aural Comprehension With Visual Cues' Test, Separately by Grade 8 Cohort.

Question	Cohort	Rating*		
		0	1	2
1. Combien de garcons et de filles est-ce qu'il ya?	77-78	70	20	4
	78-79	61	26	12
	80-81	64	31	6
2. Qu'est-ce que la jeune fille porte?	77-78	85	4	11
	78-79	81	6	13
	80-81	69	22	9
3. Qu'est-ce que les enfants font ici?	77-78	96	2	2
	78-79	78	9	13
	80-81	80	14	6
4. Est-ce que la maison est grande?	77-78	35	22	43
	78-79	37	38	25
	80-81	12	57	32
5. Où sont les arbres?	77-78	99	1	0
	78-79	87	8	5
	80-81	79	19	2
6. Quel temps fait-il?	77-78	62	3	35
	78-79	45	18	37
	80-81	25	20	55
7. De quelle couleur est la neige?	77-78	47	36	18
	78-79	32	51	17
	80-81	18	34	48

*0 = no response or incorrect
1 = correct but limited answer
2 = correct and phrased in sentence form

TABLE 14 Percents of Students Receiving a Satisfactory Communication Rating for Each of the 11 Items on the Task Completion Test, Separately for the 1977-78, 1978-79 and 1980-81 Grade 8 Students.

Item	% of Students Receiving Satisfactory Rating		
	1977-78	1978-79	1980-81
1. Ask me where the washroom is.	31	41	54
2. Ask me if I speak French.	55	64	71
3. Tell me that there are 15 boys in your class.	26	33	47
4. Tell me you have brown shoes.	12	21	14
5. Tell me that it's very hot today	55	52	83
6. Ask me if I watch TV.	26	58	74
7. Tell me that you don't sing.	48	58	65
8. Tell me how old you are.	42	56	78
9. Tell me when Christmas is.	24	28	34
10. Ask me if my house is small.	35	61	64
11. Tell me that you eat a lot.	25	51	64

TABLE 15 Percents of 1977-78, 1978-79 and 1980-81 Students Receiving Various Possible Structure Scores for Each of the 11 Items on the Task Completion Test.

Item	Maximum Possible Score	Cohort	Scores Received						
			0	1	2	3	4	5	6
1	4	77-78	47	13	19	5	17		
		78-79	32	14	15	22	17		
		80-81	32	12	11	31	15		
2	3	77-78	18	23	17	42			
		78-79	13	16	25	46			
		80-81	18	18	32	32			
3	6	77-78	27	9	18	18	20	8	0
		78-79	18	8	14	22	22	12	5
		80-81	29	7	12	14	18	16	5
4	4	77-78	33	37	21	9	0		
		78-79	23	36	27	12	3		
		80-81	44	20	28	8	0		
5	4	77-78	26	17	37	18	3		
		78-79	26	21	32	19	3		
		80-81	11	10	38	37	6		
6	4	77-78	19	31	24	17	8		
		78-79	12	10	17	31	31		
		80-81	13	2	14	35	38		
7	2	77-78	44	27	29				
		78-79	37	26	37				
		80-81	26	26	48				
8	3	77-78	27	49	9	16			
		78-79	14	31	26	29			
		80-81	14	9	39	39			
9	5	77-78	12	23	22	25	16	2	
		78-79	14	14	26	31	14	3	
		80-81	22	11	23	15	23	6	
10	5	77-78	18	19	25	29	8	0	
		78-79	14	7	19	39	16	5	
		80-81	11	8	28	36	14	5	
11	2	77-78	63	32	5				
		78-79	35	38	27				
		80-81	26	29	45				

TABLE 16 Percent of London 1977-78, 1978-79 and 1980-81 Students and Carleton Students Responding Correctly to Each Item on the Survey of French Cultural Awareness.

Item	London 77-78 (N=264)	London 78-79 (N=214)	London 80-81 (N=284)	Carleton (N=250)
Items pertaining to France:				
28. Bastille Day	60	68	67	70
6. Caviar	28	23	28	22
17. Tour de France	48	41	55	60
24. Champs Elysées	49	46	55	40
21. President	17	17	20	21
Average Percent	*40.4*	*39.0*	*45.0*	*42.6*
International French				
16. Language for 80 Million	24	21	25	22
18. Second Language - Algeria	24	25	24	23
4. La Marseillaise - St. Pierre	33	23	35	32
Average Percent	*27.0*	*23.0*	*28.0*	*25.7*
Canada: Non-Quebec				
3. % Francophone Canadians	52	50	49	51
8. St. Boniface	30	32	41	29
1. French Newspapers	44	44	41	91
30. War 1750's & 60's (7 Year)	43	49	52	49
25. Acadians	43	40	45	48
Average Percent	*42.4*	*43.0*	*45.6*	*53.6*
Canada: Quebec				
7. Quebec - Asbestos	53	59	57	50
2. French Greeting	48	56	53	30
5. St. Jean Baptiste	53	52	50	72
15. Grade 8 - Last Elementary Grade	36	37	38	26
22. Felix Leclerc - Chansonnier	26	23	29	28
23. Woven Sash - Dancing	43	47	52	38
29. Dollard des Ormeaux	23	17	23	26
20. Pork Pie	46	56	50	45
19. Felix Leclerc - Song Writer	38	31	38	22
26. René Levesque	78	82	78	88
27. Father, Family Blessing	71	67	70	66
9. CEGEP	39	46	46	42
10. St. Catharine's Day	29	28	26	26
11. Quebec - Farm Fields	65	60	62	54
12. Winter Sports Carnival	87	90	91	83
13. Gabrielle Roy	26	27	28	23
14. Wood Carving	35	39	45	42
Average Percent	*46.8*	*48.1*	*49.2*	*44.8*
Mean Number of Items Correct (30)	*13.85*	*13.85*	*14.27*	*13.70*

TABLE 17 Mean Scores on Three Attitude Scales for the Grade 8 Classes of 1977-78, 1978-79 and 1980-81 and Grade 7 Students in a National Sample.

Attitude Scale	Group				ANOVA London Samples
	National Sample Grade 7	London Grade 8 1977-78	London Grade 8 1978-79	London Grade 8 1980-81	
Attitude Toward Learning French	44.9	39.8	41.6	41.9	n.s.
Attitude Toward French Canadians	45.8	43.5	43.4	46.2	<.01
French Class Anxiety	20.1	20.1	18.9	18.5	<.05

TABLE 18 Summary of Average Test Scores for the Grade 8 Classes of 1977-78, 1978-79 and 1980-81.

Tests	Mean Scores by Cohort			Diff. Between 77-78 & 80-81 Means in....		ANOVA or ANCOVA Test (3 cohorts)
	77-78	78-79	80-81	Raw Score Units	S.D. Units	
Reading	22.23	26.06	26.80*	4.57	.83	<.01
Listening	15.99	18.05	17.26	1.27	.29	<.01
Speaking:						
- Pronunciation	17.85	16.74	17.64	-.21	-.06	n.s.
- Structural Control	3.30	7.32	6.55	3.25	.62	<.01
- Fluency: Quantity	12.11	16.12	20.51	8.40	.63	<.01
Quality	12.13	11.86	15.05	2.92	.39	<.01
Total	24.34	28.05	35.61	11.27	.60	<.01
Aural-Oral:						
Aural Comprehension:						
- Without Visual Cues	2.09	2.92	3.75	1.66	.79	<.01
- With Visual Cues	3.16	3.99	5.10	1.94	.69	<.01
Task Completion:						
- Communication	3.84	5.27	6.64	2.80	.96	<.01
- Structure	16.04	20.38	21.95	5.91	.70	<.01
Cultural Awareness	13.85	13.85	14.27	.42	.12	n.s.
Attitudes:						
Toward French Canadians	43.5	43.4	46.2	2.7	.23	<.01
To Learning French	39.8	41.6	41.9	2.1	.12	n.s.
French Class Anxiety	20.1	18.9	18.5	-1.6	.23	<.05

*Adjusted Means

APPENDIX A

Percents of Students Giving Each Response to Each Item of the IEA Reading Test for the Grade 8 Student Samples of 1977-78, 1978-79 and 1980-81.

	1977-78				1978-79				1980-81			
	Response*				Response				Response			
Item	A	B	C	D	A	B	C	D	A	B	C	D
1	9.9	10.6	*53.6*	25.2	5.7	3.4	*75.4*	15.4	2.7	5.4	*81.1*	10.8
2	6.7	16.7	12.7	*64.0*	8.6	10.9	4.6	*76.0*	13.5	7.2	2.[illegible]	*76.6*
3	*59.6*	23.2	2.6	14.6	*97.7*	1.7	0.6	0.0	*97.3*	1.8	0.0	0.9
4	21.3	5.3	*64.7*	8.7	9.7	6.3	*79.4*	4.6	8.1	2.7	*84.7*	4.5
5	14.8	*67.8*	13.4	4.0	9.7	*74.9*	14.3	1.1	6.3	*88.3*	5.4	0.0
6	3.9	*82.9*	0.7	12.5	1.1	*95.5*	0.6	2.8	0.0	*99.1*	0.0	0.9
7	8.0	26.0	27.3	*38.7*	1.7	10.2	16.5	*71.6*	0.9	10.8	16.2	*72.1*
8	*86.2*	4.6	7.9	1.3	*93.2*	0.6	6.3	0.0	*96.4*	1.8	1.8	0.0
9	*34.4*	16.6	15.9	33.1	*23.1*	21.4	19.1	36.4	*47.7*	12.6	15.3	24.3
10	*53.4*	8.8	21.6	16.2	*68.4*	8.8	15.2	7.6	*77.3*	6.4	12.7	3.6
11	17.6	*64.2*	12.8	5.4	13.2	*69.0*	6.3	11.5	24.5	*62.7*	3.6	9.1
12	*54.4*	13.4	6.0	26.2	*77.1*	4.0	5.1	13.7	*83.6*	6.4	3.6	6.4
13	*51.0*	11.3	9.3	28.5	*74.4*	0.0	4.5	21.0	*90.1*	0.9	2.7	6.3
14	6.6	9.3	*78.8*	5.3	2.8	17.0	*73.9*	6.3	1.8	7.2	*85.6*	5.4
15	*54.2*	16.7	9.7	19.4	*72.8*	11.6	6.9	8.7	*80.9*	7.3	2.7	9.1
16	9.3	*78.8*	4.0	7.9	5.1	*92.0*	0.6	2.3	9.0	*84.7*	0.9	5.4
17	*70.2*	6.6	5.3	17.9	*71.8*	4.6	13.2	10.3	*80.9*	2.7	7.3	9.1
18	4.0	*85.3*	6.0	4.7	2.3	*92.6*	2.8	2.3	1.8	*96.4*	1.8	0.0
19	11.4	18.1	19.5	*51.0*	3.5	11.6	28.9	*56.1*	3.6	7.3	30.0	*59.1*
20	17.4	8.7	14.8	*59.1*	5.7	4.6	11.4	*78.3*	2.7	4.5	8.2	*84.5*

**Italicized figures are those for the correct response.*

Continued —

APPENDIX A - Continued

Item	1977-78 Response				1978-79 Response				1980-81 Response			
	A	B	C	D	A	B	C	D	A	B	C	D
21	5.3	*64.7*	6.0	24.0	3.4	*80.7*	3.4	12.5	4.5	*79.3*	2.7	13.5
22	39.7	13.2	3.3	*43.7*	14.9	10.3	2.9	*72.0*	18.9	8.1	3.6	*69.4*
23	17.2	*73.5*	4.0	5.3	9.2	*85.1*	3.4	2.3	6.3	*92.8*	0.9	0.0
24	*76.2*	12.6	7.9	3.3	*83.9*	10.3	3.4	2.3	*87.4*	7.2	4.5	0.9
25	1.3	2.0	3.3	*93.4*	3.4	3.4	1.1	*92.0*	3.6	6.3	0.9	*89.2*
26	30.5	14.6	*47.7*	7.3	15.7	11.0	*59.9*	13.4	12.7	2.7	*80.0*	4.5
27	43.2	4.7	*45.3*	6.8	21.0	3.4	*70.5*	5.1	18.0	2.7	*75.7*	3.6
28	4.6	21.9	5.3	*68.2*	3.4	21.1	0.6	*74.9*	0.9	20.0	0.0	*79.1*
29	*55.7*	13.4	3.4	27.5	*63.4*	8.6	2.9	25.1	*77.3*	4.5	0.9	17.3
30	3.3	*56.0*	14.0	26.7	0.6	*69.9*	10.8	18.8	0.0	*74.8*	9.0	16.2
31	9.3	*56.7*	10.7	23.3	1.1	*53.4*	3.4	42.0	1.8	*54.1*	2.7	41.4
32	*60.8*	4.1	18.2	16.9	*78.9*	3.4	12.0	5.7	*77.5*	2.7	11.7	8.1
33	22.8	*40.9*	7.4	28.9	10.3	*56.6*	5.1	28.0	9.0	*67.6*	0.0	23.4
34	10.0	4.7	12.7	*72.7*	4.5	3.4	4.0	*88.1*	0.9	5.5	0.9	*92.7*
35	8.3	33.1	24.1	*34.5*	9.2	17.9	16.2	*56.6*	11.7	12.6	10.8	*64.9*

APPENDIX B

Percents of Students Giving Each Response to Each Item of the IEA Listening Test for the Grade 8 Student Samples of 1977-78, 1978-79 and 1980-81.

	1977-78				1978-79				1980-81			
	Response*				Response				Response			
Item	A	B	C	D	A	B	C	D	A	B	C	D
1	21.8	8.9	*65.7*	3.7	15.0	9.1	*73.0*	2.9	18.4	5.2	*72.8*	3.6
2	2.6	16.3	47.0	*34.1*	0.7	15.0	36.9	*47.4*	6.5	17.8	31.7	*44.0*
3	*30.0*	33.7	13.7	22.6	*24.7*	40.6	5.2	29.5	*29.9*	31.8	4.2	34.1
4	8.9	6.3	18.1	*66.7*	4.7	6.2	17.5	*71.6*	2.3	5.8	19.4	*72.5*
5	33.2	*20.1*	28.7	17.9	33.5	*24.6*	22.8	19.1	28.7	*28.7*	27.7	15.2
6	8.1	29.3	*40.0*	22.6	8.8	21.2	*39.2*	30.8	10.4	18.9	*36.2*	34.5
7	15.1	11.1	*66.1*	7.7	9.8	5.5	*79.3*	5.5	5.2	2.6	*87.0*	5.2
8	51.5	*25.9*	9.3	13.3	46.4	*26.6*	7.7	19.3	42.0	*40.1*	5.5	12.4
9	8.5	46.9	20.7	*24.0*	7.3	43.1	16.4	*33.2*	3.3	53.7	13.4	*29.6*
10	11.8	44.3	10.3	*33.6*	4.7	49.1	8.4	*37.8*	8.2	39.1	8.9	*43.8*
11	8.9	23.7	36.3	*31.1*	6.6	30.3	27.7	*35.4*	11.7	19.8	34.4	*34.1*
12	10.5	20.6	27.3	*41.6*	16.0	21.6	24.5	*37.9*	21.4	22.4	18.4	*37.8*
13	10.5	17.3	*57.9*	14.3	9.9	20.4	*54.0*	15.7	7.6	22.1	*51.2*	19.1
14	38.1	11.9	*19.3*	30.7	58.0	15.3	*15.3*	11.3	47.7	17.1	*22.9*	12.3
15	21.2	*46.1*	19.3	13.4	24.5	*41.4*	20.5	13.6	21.4	*34.7*	33.4	10.4
16	*84.5*	7.4	4.4	3.7	*84.3*	7.7	5.1	2.9	*86.7*	5.5	5.2	2.6
17	*27.0*	9.3	36.7	27.0	*34.3*	5.8	42.0	17.9	*44.7*	4.5	39.5	11.3
18	4.8	34.8	6.7	*53.7*	2.9	29.1	2.2	*65.8*	1.6	30.2	4.2	*64.0*
19	10.0	*67.2*	11.8	11.1	6.2	*73.8*	6.2	13.8	8.4	*65.5*	17.1	9.0
20	24.9	8.9	20.4	*45.7*	18.1	11.1	15.2	*55.6*	33.7	8.8	20.3	*37.3*

**Italicized figures are those for the correct response.*

Continued --

APPENDIX B - Continued

Item	1977-78 Response				1978-79 Response				1980-81 Response			
	A	B	C	D	A	B	C	D	A	B	C	D
21	5.9	24.2	*69.9*	0.0	6.2	16.7	*76.0*	1.1	12.4	19.2	*67.4*	1.0
22	2.6	*84.1*	3.0	10.4	0.4	*92.0*	0.4	7.3	1.0	*88.4*	0.3	10.3
23	29.6	15.4	16.1	*39.0*	24.1	8.0	15.7	*52.2*	20.7	16.2	20.1	*43.0*
24	6.7	8.5	*75.6*	9.3	10.9	3.3	*78.1*	7.7	12.3	8.8	*69.8*	9.1
25	19.4	*23.5*	16.8	40.3	8.8	*35.3*	11.0	44.9	17.7	*21.6*	13.9	46.8
26	9.3	*55.2*	13.7	21.9	13.9	*58.6*	11.0	16.5	12.4	*56.4*	11.1	20.2
27	*59.3*	14.8	23.0	3.0	*58.2*	19.6	18.9	3.3	*59.3*	18.2	17.6	4.9
28	55.8	4.5	*30.9*	8.9	30.2	9.1	*54.2*	6.5	45.0	8.1	*40.5*	6.5
29	*39.4*	33.5	12.6	14.5	*50.4*	35.0	9.9	4.7	*46.0*	38.5	10.4	5.2
30	4.9	29.2	*44.6*	21.3	7.1	20.1	*54.1*	18.7	10.1	24.8	*45.3*	19.9
31	17.6	10.5	*51.3*	20.6	12.0	4.7	*65.5*	17.8	21.4	9.4	*51.0*	18.2
32	22.8	*25.5*	12.0	39.7	19.3	*36.4*	5.8	38.5	11.7	*37.3*	8.8	42.2
33	40.8	*19.5*	21.3	18.4	24.1	*29.6*	14.6	31.8	27.9	*27.6*	15.3	29.2
34	4.4	10.0	*82.6*	3.0	3.6	5.8	*87.3*	3.3	2.9	4.5	*90.3*	2.3
35	*28.6*	17.3	34.2	19.9	*32.6*	12.6	33.0	21.9	*31.2*	7.1	46.1	15.6

APPENDIX C

Percent of 1977-78, 1978-79 and 1980-81 Grade 8 Students Correctly Reproducing Each Element of the IEA Pronunciation Test.

Item	Element Assessed	% Correct		
		77-78	78-79	80-81
4. Tout est fini.	1. (u)	97	99	77
	2. (i)	89	88	88
5. La nuit est tombée.	3. (yi)	49	48	28
	4. (e)	54	66	71
6. J'ai lu ce livre.	5. (y)	78	69	78
	6. (i)	96	97	93
7. Tu attends le train?	7. (ã)	70	84	83
	8. (tr)	74	58	73
8. Elle a deux bébés.	9. (Ø)	65	46	44
	10. (e)	54	55	65
9. Donne-lui un peu d'eau.	11. (0)	53	55	44
10. Elle a des oeufs.	12. (Ø)	44	71	88
11. Reviens en été.	13. (r)	82	40	62
	14. (liaison)	45	37	31
12. Voyons, c'est très beau.	15. (0)	31	33	38
13. C'est difficile pour les filles.	16. (l)	19	33	23
	17. (j)	21	27	18
14. On sonne.	18. (õ)	86	58	52
	19. (ɔn)	77	65	83
15. Elle a de petites mains.	20. (t)	73	63	71
	21. (ẽ)	61	55	73
16. Le garçon écrit sur le mur.	22. (õ)	81	75	90
	23. (y)	8	16	29
17. Pour lui, c'est tard.	24. (r)	73	31	52
	25. (r)	39	26	75
18. C'est fort, mais c'est bon!	26. (ɔ)	65	51	58
	27. (õ)	51	83	38
19. Elles servent la soupe.	28. (v)	49	54	39
	29. (p)	86	89	92

APPENDIX D

Percents of Students in the Grade 8 Classes of 1977-78, 1978-79 and 1980-81 'Agreeing' With the Five Items Making Up the French Class Anxiety Scale.

Item	1977-78 Percent*			1978-79 Percent			1980-81 Percent		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
2 I am afraid other students will laugh at me when I speak French.	26	18	56	22	20	59	24	12	64
7 I never feel quite sure of myself when I am speaking in our French class.	68	10	22	58	12	30	56	9	36
11 It embarrasses me to volunteer answers in our French class.	22	16	63	20	16	64	21	10	68
15 I always feel that other students speak French better than I do.	60	17	25	57	15	28	53	15	32
19 I get nervous and confused when I am speaking in my French class.	45	17	38	45	7	48	48	8	44

*% Agree = % Strongly Agree + % Moderately Agree + % Slightly Agree
% Disagree = % Strongly Disagree + % Moderately Disagree + % Slightly Disagree.

APPENDIX E

Percents of Students in the Grade 8 Classes of 1977-78, 1978-79 and 1980-81 'Agreeing' With the Ten Items Making Up the Attitude Toward Learning French Scale.

Item	1977-78 Percent			1978-79 Percent			1980-81 Percent		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
1 French is an important part of the school programme.	59	11	30	63	11	26	63	7	30
4 I would rather spend my time on subjects other than French.	59	18	23	57	19	24	60	13	27
5 I really enjoy learning French.	38	14	48	43	14	43	51	9	40
8 Learning French is a waste of time.	19	13	68	25	9	66	20	9	72
9 I plan to learn as much French as possible.	45	12	43	52	12	36	48	9	43
12 I think that learning French is dull.	39	15	47	42	9	49	43	10	48
14 I love learning French.	24	14	62	32	14	54	36	14	51
17 I hate French.	40	9	52	40	6	53	33	9	59
22 Learning French is really great.	34	14	52	41	13	46	46	13	42
24 When I leave school, I shall give up the study of French entirely because I am not interested in it.	37	16	47	36	11	54	40	10	50

APPENDIX F

Percents of Students in the Grade 8 Classes of 1977-78, 1978-79 and 1980-81 'Agreeing' With the Ten Items Making Up the Attitude Toward French Canadians Scale.

Item	1977-78 Percent			1978-79 Percent			1980-81 Percent		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
3 Some of our best citizens are of French-Canadian descent.	34	39	27	38	37	25	38	45	17
6 I would like to know more French Canadians.	32	33	35	33	35	32	34	38	29
10 If Canada should lose the French culture of Quebec, it would indeed be a great loss.	60	16	24	56	22	22	63	19	18
13 French Canadians add a distinctive flavour to the Canadian culture.	51	26	23	51	32	18	62	29	10
16 French Canadians have preserved much of the beauty of the old Canadian folkways.	51	34	15	51	34	16	54	36	10
18 The French-Canadian heritage is an important part of our Canadian identity.	57	26	17	55	28	17	61	30	10
20 French Canadians are a very sociable, warm-hearted and creative people.	35	46	19	36	40	24	39	48	13
21 The more I get to know the French Canadians, the more I want to be fluent in their language.	31	30	39	32	31	37	37	30	33
23 Most French Canadians are so friendly and easy to get along with that Canada is fortunate to have them.	30	41	30	31	34	35	37	37	26
25 English Canadians should make a greater effort to learn the French language.	52	17	31	54	15	32	57	18	26